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ABSTRACT

This report summarizes the Regional Meeting of Experts on the Role of University Faculties/Colleges of Education in Population Education. The meeting explored ways in which university faculties/colleges of education could serve the needs of member states in the promotion of population education. The report is divided into six parts. Organization and scope states the overall objectives of the meeting and lists the day-by-day accomplishments. The introduction presents the group's philosophy of population education. Following the introduction, the nature and status of population education in Bangladesh, India, Indonesia, Japan, Korea, Malaysia, the Philippines, Sri Lanka, and Thailand are explored. The role of university faculties/colleges of education in population education is considered, and recommendations and suggestions are made. An appendix containing the opening address, list of participants, work schedule, and a list of documents concludes this report. (BT)

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Meeting of Experts on the Role of University Faculties/Colleges of Education in Population Education

Bangkok, 7-12 January 1974

FINAL REPORT

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Unesco Regional Office for Education in Asia
Bangkok
1974

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1. POPULATION EDUCATION - COLLEGES AND UNIVERSITIES

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The contents of this publication represent the views of the participants of the Meeting of Experts on the Role of University Faculties/Colleges of Education in Population Education, and do not necessarily coincide with the official position of Unesco. No expression of opinion is intended herein concerning the legal status or the delimitations of the frontiers of any country or territory.

Population education has commended itself to many countries as a worthwhile curriculum innovation in the light of the problems of population growth and distribution that confront them. University Faculties/Colleges of Education, with their special capacities for assisting in the development of an interdisciplinary curriculum content, in the training of educational personnel, in organizing extension services, and in undertaking research and evaluation have a significant contribution to make towards making population education a success.

The Regional Meeting of Experts on the Role of University Faculties/Colleges of Education in Population Education organized by the Unesco Regional Office for Education in Asia and held at Bangkok from 7 to 12 January 1974, addressed itself to the task of exploring the ways in which University Faculties/Colleges of Education could serve the needs of the Member States in the promotion of population education.

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Dr. Prachoomsuk Achava-Amrung

Vice-Chairmen

Dr. M.B. Buch

Prof. Ki Hyoung Oh

Rapporteurs

Dr. Fatimah Hamid-don

Dr. Ranjit Ruberu

PART 1 : ORGANIZATION AND SCOPE

The Experts' Meeting on the Role of University Faculties/Colleges of Education in Population Education was held in Bangkok from 7 January to 12 January 1974 and was organized by the Unesco Regional Office for Education in Asia.

Objectives

The objectives of the Meeting were:

1. To examine the role that University Faculties/Colleges of Education could play in the inclusion of population education
   a) at the school level;
   b) at the university level, including professional courses;
   c) in out-of-school programmes;
   d) in research activities in the furtherance of population education programmes.
2. To formulate guidelines relating to the participation of University Faculties/Colleges of Education in the following areas:
   a) Determining the knowledge base for population education in the context of each country and carrying out studies/ research to fill lacunae;
   b) Undertaking pedagogical studies on the placement of concepts/topics at different grade levels and on alternative strategies for introducing population education;
   c) Preparing basic source materials for curriculum development;
   d) Developing a methodology and instruments for assessing the effectiveness of population education programmes;
   e) Undertaking pre-service and in-service courses for the preparation of teachers for population education.

Participation and Documentation

The Meeting brought together one participant each from Bangladesh, India, Indonesia, Japan, Republic of Korea, Malaysia, Philippines and Sri Lanka, three participants from Thailand, and four invitees from outside the Asian region. The participants consisted by and large of Deans and senior academic personnel from University Faculties or Colleges of Education.

Each country participant was requested to prepare in advance a Working Document concerning the experience of the country in the development of population education, and the role of University Faculties/Colleges of Education in that development.

The Work of the Meeting

After the opening address, which was delivered by Prof. J.E. Jayasuriya (Regional Adviser on Population Education) in the absence of the Director, Dr. Prachoomsuk Achava-Amrung (Thailand) was elected as Chairman of the Meeting. Dr. M.B. Buch (India) and Professor Ki Hyoung Oh (Republic of Korea) were elected as Vice-Chairmen, and Dr. Fatimah Hamid-Don (Malaysia) and Dr. Ranjit Ruberu (Sri Lanka) were elected Rapporteurs of the Meeting.

The work of the Meeting was guided by a Steering Committee consisting of the Chairman, Vice-Chairmen and the Rapporteurs, with the assistance of the Secretariat.

The first day was devoted to brief presentations by participants setting out the nature and status of population education programmes in their respective countries. The next three days were devoted to discussions on the following topics:

- The role of University Faculties/Colleges of Education in the inclusion of population education at the school level.

- The inclusion of population education in university curricula, for non-professional courses as well as for professional courses other than teacher education.

- The role of University Faculties/Colleges of Education in undertaking researches and studies with reference to: (a) the knowledge base for population education; (b) the placement of concepts/topics at different grade levels; and (c) alternative strategies for introducing population education.

- The role of University Faculties/Colleges of Education in undertaking pre-service and in-service courses for the preparation of teachers for population education.

- Involvement of University Faculties/Colleges of Education in out-of-school programmes in population education.

The fifth day was devoted to synthesizing the deliberations that had taken place so far and to formulating guidelines and recommendations concerning the role of the University Faculties/Colleges of Education in the areas enumerated above. On the sixth and final day, the Meeting adopted the present Report and recommended that it be brought to the attention of the universities and the governments of the Member States of the Asian region.

PART 2 : INTRODUCTION

More than ninety per cent of the peoples of the Asian region belong to nations which are greatly concerned about the demographic changes taking place in them. Rapid population growth, arising from a declining mortality while fertility has remained high, has been found to act as a severe constraint on socio-economic development and on the improvement of the quality of life of the people. The concentration of population in several primate cities has brought in its wake a host of social and economic problems. The demographic prospect for the immediate future carries with it the potential for an accentuation of the problems of growth and distribution, as the record numbers of children and youth born during the last fifteen years enter the reproductive age range.

The first response of the countries concerned was to undertake population programmes which have generally focussed on family planning and delivery services to adults in the child-bearing ages. The limited success achieved by such programmes has led to a vigorous search for supporting activities that would encourage the wide acceptance of the ideal of a small sized family. There is now increasing recognition that the current levels of birth rates persist because of the continuance of traditional values relating to reproduction, and that the central factor underlying high fertility may be the unquestioning acceptance of a whole complex of traditional assumptions rather than lack of knowledge. Within this context, population education has commended itself as a possible response from the educational system towards promoting among youth and adults the capacity to acquire an insight into the consequences, both at the micro-level of the family and at the macro-level of the community, of factors such as family size, population growth and distribution.

It is expected that the acquisition of such an insight would succeed in providing youth and adults with a sound cognitive and attitudinal basis that would contribute to rational decision-making, as individuals and as members of society, when occasions for such decisions arise. Several Asian countries have embarked on national programmes of population education, and several others are drawing up plans to do so.

Any curriculum innovation has its share of developmental problems, and population education is no exception. It is by the combined efforts of educators at all levels that solutions to such problems may be sought. Society expects from universities a threefold function, namely, research, teaching and services lying within the special competence of universities. The state of the art in relation to population education is such that every one of these functions has a relevance for the promotion of population education. The interdisciplinary nature of population education calls essentially for the involvement of the entire resources of the university, but in as much as it is the responsibility of Universities/Faculties/Colleges of Education to undertake research, teaching and services with special reference to the needs

of the educational system, comprising the primary, secondary and tertiary levels, it behoves University Faculties/Colleges of Education to play a leadership and co-ordinating role in enlisting for the development of population education the expertise that exists within the different Faculties or Colleges constituting the university.

It is hoped that the participation of Deans and other high level academic personnel from University Faculties/Colleges of Education of a number of countries at this Meeting, and the guidelines and recommendations that have been formulated would go a long way towards providing a setting for the strengthening of population education both as a respected academic discipline and as a much needed educational activity.

PART 3 : NATURE AND STATUS OF POPULATION EDUCATION PROGRAMMES IN SELECTED COUNTRIES

The nature and status of population education programmes in selected countries of the Asian region provides a meaningful context within which the role of University Faculties/Colleges of Education in population education could be discussed. With this end in view, the participants made brief presentations regarding the salient points in population education programmes in their respective countries.

3.1 BANGLADESH

Population education is a comparatively new concept in Bangladesh and an elaborately defined plan of action to introduce population education in schools, colleges and other institutions within the formal system of education is yet to emerge. Nevertheless the recognition of the need for population education and an interest in it are very much in evidence. In the First Five Year Plan (1973-1978) it has been clearly stated that the "Ministry of Education will introduce population education in the curricula of educational institutions at all levels and in the programme of adult education". In the meantime, in line with the population planning programme accepted in the Five Year Plan, a number of project areas directly related to population education have been identified by the Ministry of Education and other Ministries. Some of these project proposals are: curriculum development for schools and colleges; training of teachers in population education; national and mobile seminar on population education; mobile population education programme team; population education through mothers' clubs; population education to workers in organized sector; and use of radio listening for population information and education. The above projects are at the initial stage. At the university level the Institute of Education and Research, Dacca University, is undertaking a two-year research project with the following purposes: (a) development of population education materials for students and teachers of classes VI through VIII; (b) testing the materials in actual classroom situations in a selected area; (c) evaluation of materials and other aspects of the programme; and (d) consolidation and analysis of the findings in the form of a published report mainly addressed to decision makers and educators.

As far as population education is concerned, Bangladesh is admittedly at the beginning stage, but the indications are that many activities in both the formal and non-formal systems are going to occur in the coming years. The readiness point has now been reached,

3.2 INDIA [1/]

A national seminar sponsored by the NCERT (National Council of Educational Research and Training) in 1969 signalled the beginning of population education efforts in India. Other conferences were immediately generated: a series of publications and curricula were developed. Several states, Haryana and Madhya Pradesh, for example, have introduced population education into the middle levels of school.

1/ Based on the Working Paper, Preparing Teachers for Population Education, by Prof. M.B. Buch, Head, Department of Education, Faculty of Education and Psychology, M.S. University of Baroda, Baroda, India.

The overall objective of the population education programme is "to enable students to understand that family size is controllable and that population limitation can facilitate the development of a higher quality of life in the nation and that small family size can contribute materially to the quality of living for the individual family". 1/

The Population Education Cell of NCERT, in 1971, proposed a draft syllabus of population education for all years of school with the following major areas: (i) population growth; (ii) economic development and population; (iii) social development and population; (iv) health, nutrition and population; and (v) biological factors, family life and population. Some instructional materials have been prepared at the NCERT and the M.S. University of Baroda, among others. The NCERT and certain universities have also conducted many workshops, organised regional conferences and training sessions for teachers, teacher educators, principals and directors of State Institutes of Education.

At the university level, the Faculty of Education and Psychology, M.S. University of Baroda, has a Bachelor level programme in population education and a programme of basic research in population education.

3.3 INDONESIA

Population education activities were initiated in 1970 by the Ministry of Education and Culture with the sponsorship of the National Family Planning Co-ordinating Board, which is responsible not only for family planning activities in the country but also for population programmes. Although population education is an educational programme carried out by the Ministry of Education and Culture, it is administered by the NFPCB as part of the National Family Planning Programme.

For five years as from 1973, population education programmes, carried out by the National Population Education Project of the Ministry of Education and Culture, would be funded by a Population Project, jointly financed by the IBRD-IDA with the UNFPA and the Government of Indonesia. In this Population Project consisting of 9 sub-components, the sub-component Population Education provides for advisory services; fellowships for foreign, as well as local, training of special categories of personnel for population education activities; training of teachers through 4 selected Institutes for Teacher Training and Education for the implementation of population education in the Junior High School (grade 2), the Senior High School (grade 2), and also for the out-of-school educational activities; development and production of material for implementation of the programme at above mentioned levels; sub-contracts for selected Institutes for Teacher Training and Education to carry out various activities that may serve specific needs of the population education programme.

1/ The National Seminar on Population Education (held at Bombay), NCERT, 1969.

The programme in Indonesia, as indicated, will also develop population education in the out-of-school sector, in the sense that only curriculum material and teacher guides are to be developed and produced, and core teachers will be trained, while the further development in a specific out-of-school educational setting is to become the responsibility of the leadership in the setting concerned. This strategy is followed on account of the limited number of resource personnel in the National Population Education Project.

3.4 JAPAN [1/]

The term "population education" has not come into wide use in Japan, but population concepts appear in numerous places in the curriculum. The Course of Study issued by the Ministry of Education is the basis of all curricula and textbooks. It incorporates population information and concepts at various levels in many subjects: social studies, science, homemaking, moral education, geography, civics, biology and health education, etc. This population-related emphasis in the Japanese educational system is, in part, a response to environmental issues. Because of this, the concepts appearing in curricula are concerned particularly with population issues in relation to resources, pollution, and the national and world environment.

A Population Reader, which may be helpful for pre-service and in-service teacher training, will be published this year by the Japanese Family Planning Association.

3.5 REPUBLIC OF KOREA [2/]

Population education activities in the Republic of Korea have been pioneered by the Central Education Research Institute (CERI). In 1970, CERI undertook a project with two main components: an analysis of elementary and secondary school textbooks to determine the extent of their population content; and a survey of the level of knowledge of teachers and students on population issues. These projects were followed in 1971 by a second project, which went on to develop prototype instructional units for inclusion in the Social Studies curriculum for grades 5, 9 and 10. Finally, in 1973, with funds provided by the UNFPA, CERI prepared a detailed statement of scope and content for the inclusion of population education in grades 1, 2 and 3. At the college and university level, attempts have been made through seminars and workshops on population studies to promote and strengthen co-operation among institutions of higher education since 1972.

With the assistance of Unesco, the Ministry of Education has prepared a Master Plan for population education, and funds for implementation are being sought from the UNFPA. The Master Plan envisages the following activities: curriculum and materials development for the introduction of population

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1/ Adapted from the Working Paper, Population Education Programme at the Elementary and Lower Secondary School Level in Japan, by Prof. R. Asakura, Professor, Faculty of Education, Utsunomiya University, Utsunomiya, Japan.

2/ Adapted from the Working Paper, Population Education in Korea, by Prof. Ki-Hyoung Oh, Director, Institute of Education Research, Yonsei University, Seoul, Republic of Korea.

education into elementary schools and secondary schools; orientation courses for principals, vice-principals and supervisors; training of elementary and secondary teachers through in-service courses; the inclusion of population education in college programmes; research; and evaluation. While an institution identified by the Ministry of Education would undertake curriculum and materials development, universities and teachers colleges will be involved in the provision of orientation and training courses. The training grants that are to be provided to universities and teachers colleges for undertaking orientation and in-service training courses are expected to help them institutionalize population education by introducing it into their normal pre-service courses of teacher education. The research programme will be undertaken by one or more institutes or universities, and evaluation will be undertaken by the institutions responsible for programme development as well as by the Ministry.

3.6 MALAYSIA [1/]

The first activity in population education in Malaysia took the form of two national population education workshops held in 1971 and 1972. The first of these set the following general objectives for population education in schools:

1. To assist pupils to acquire knowledge of:
   a) basic demographic concepts;
   b) determinants and consequences of population growth;
   c) human reproduction processes;
   d) population policies;
   e) the character of population situations at micro- and macro-levels.
2. To develop rational and more responsible attitudes and behaviour towards family size and national population programmes.

The consensus at both workshops was that population education should be an integrated programme taught through existing subjects.

Presently the Curriculum Development Centre of the Ministry of Education is a focal point of activity having population education as one of its curriculum projects. It is engaged in the preparation of teacher and pupil materials, organization of a training programme for population education 'trainers' and subsequent teacher orientation programmes scheduled for 1974-1976. On an experimental basis, a number of sample teacher and pupil materials have been produced.

1/ Adapted from the Working Paper, Population Education - A Malaysian Report, by Dr. Fatimah Hamid-Don, Faculty of Education, University of Malaya, Malaysia.

Those at the teacher training level have emphasized that population education should foster rational thinking among teacher trainees without presenting an unbalanced view of population growth. It has been recommended that, at this level, population concepts be integrated at relevant points into existing teacher training programmes and practice teaching.

At the university level, staff will be involved in the training programme of the Curriculum Development Centre and the teacher orientation programmes.

Research in population education is being planned to deal with secondary school curricula, children's acquisition of population concepts and the value systems of various Malaysian communities.

3.7 PHILIPPINES 1/

Early activities in population education in the Philippines date back to 1970 and consisted of:

1. Resource materials and curriculum guides in science, health, social studies and home economics brought out by the Adult and Community Education Division of the Bureau of Public Schools;

2. Curriculum materials on population awareness, reproduction education and family education for grade 6 and fourth year high school brought out by the Philippine Women's University, and for all grade levels by the Philippine Wesleyan College. These materials are used as inputs into the Population Education Programme of the Department of Education and Culture;

3. A publication entitled Population Education Curriculum Guide for Higher Education brought out under the joint sponsorship of the Family Planning Organization of the Philippines and the College of Home Economics of the University of the Philippines, in order to encourage colleges and universities to integrate population education into their curricula;

4. A course for teacher educators from the Asian region at the Asian Institute for Teacher Education of the University of the Philippines; and, as a later development, the preparation and field trial of a population education course for students enrolled in general education or foundation programmes in colleges and universities.

In 1972 the Population Education Programme was established under the Department of Education and Culture to undertake population education activities on a nationwide basis. The project, funded by the UNFPA and executed

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1/ Adapted from the Working Paper, Population Education in the Philippines, by Dr. Paz G. Ramos, Dean, College of Education, University of the Philippines, Quezon City, Philippines.

by Unesco, aims at introducing population education at all grade levels in elementary and high schools and in teacher education. A content analysis of current elementary and secondary textbooks was undertaken, and thereafter instructional materials and teaching guides have been prepared. The materials are undergoing extensive field trials with a view to revision. In-service education is being provided for a large number of elementary and high school teachers through the use of supervisory training teams which have first been trained. For teacher training institutions, two types of materials are being planned: materials for an elective course in population education; and population related materials for inclusion in existing subject areas. A research programme is being undertaken and every phase of the project is being evaluated.

Among other institutions of higher learning, the various colleges of the University of the Philippines specifically the Population Institute, Institute of Mass Communication, Departments of Anthropology and Society, College of Arts and Science, Institute of Public Health, College of Education, College of Medicine, Statistical Centre, College of Nursing, College of Home Economics and others, have integrated population education in their respective academic programme and/or have carried out researches on some aspects of population issues. This is pursuant to General Order No. 16 signed by the President of the Philippines last December 1972, enjoining all universities, colleges and schools together with other government and private agencies and organizations of all creeds, business and industrial enterprises to promote the concept of family welfare.

3.8 SRI LANKA 1/

The major activity in the field of population education at the school level is the programme initiated by the Ministry of Education in 1973, funded by the UNFPA and with Unesco as the executing agency. The purpose of this programme is to provide youth with a knowledge and understanding of the impact of population growth and distribution on development in order to promote among them rational decision making in regard to issues bearing on family size and other population factors. Population education concepts will be introduced to students in grades 6, 7 and 8 through mathematics, languages, science, social studies, and health and physical education. Orientation courses will be provided for principals, and teachers will be trained through in-service courses. Arrangements will also be made to introduce population education through courses provided at teachers colleges. Evaluation will be continuous, and the programme will have a research base to support it.

1/ Adapted from the Working Paper, Population Education in Sri Lanka, by Dr. T. Ranjit Ruberu, Dean, Faculty of Education, University of Sri Lanka, Colombo Campus, Colombo, Sri Lanka.

A project at the University of Sri Lanka, also funded by the UNFPA and executed by Unesco, will have three components, namely: teaching human reproduction, family planning and population dynamics in medical schools at the undergraduate level; post-graduate training programmes in community/family health with an emphasis on maternal and child health, and family planning; and demographic training and research.

Population education will also be introduced into workers' education through a programme funded by the UNFPA and executed by ILO.

3.9 THAILAND 1/

Population education activities in Thailand may be regarded as having commenced in 1971 with a seminar and a workshop organized by the National Economic and Social Development Board. One of the outcomes of the workshop was a draft syllabus in population education. Several organizations have since then been actively engaged in projects. Within the Ministry of Education the major activities are: the Functional Literacy Programme, emphasizing very practical concepts of health, family life education and agricultural development within functional literacy for adults; a post-literacy adult education project based on needs of the community and incorporating population concepts; a feasibility study on population education to gather baseline data for curriculum development. The major projects at the university level are: a research and training programme for population education at Mahidol University, funded by the UNFPA with Unesco as the executing agency; a research and training programme for population education at Chulalongkorn University; and a population awareness programme initially focussing on home economics (College of Education). In addition, several organizations and the Bangkok Metropolis are actively engaged in population education.

In so far as curriculum development is concerned, pilot studies are being carried out as a part of the Functional Literacy Programme, and in a project undertaken by the Teacher Training Department and the Department of Educational Techniques within the Ministry of Education.

1/ Adapted from the Working Paper, Population Education in Thailand, by Dr. Yupha Udomsakdi, Director, Population Education Project, Mahidol University, Bangkok, Thailand.

PART 4 : THE ROLE OF UNIVERSITY FACULTIES/COLLEGES OF EDUCATION IN POPULATION EDUCATION

The Working Documents presented by participants on the nature and status of population education programmes in their respective countries showed the conviction among governments and educators in the Asian region that population education should become an integral part of their educational programmes. It was noted that some countries are clearly more advanced than the others in the steps they have taken so far to introduce population education.

The Meeting provided an opportunity for a consideration of the pivotal role that University Faculties/Colleges of Education might play in relation to the development of programmes of population education. For convenience of discussion, five different facets of this role were distinguished, namely:

- The role of University Faculties/Colleges of Education in the inclusion of population education at the school level;
- The role of University Faculties/Colleges of Education in the inclusion of population education in university curricula, for non-professional courses as well as for professional courses other than teacher education;
- The role of University Faculties/Colleges of Education in undertaking researches and studies with reference to: (a) the knowledge base for population education, (b) the placement of concepts/topics at different grade levels, and (c) alternative strategies for introducing population education;
- The role of University Faculties/Colleges of Education in undertaking personnel training for population education;
- The role of University Faculties/Colleges of Education in out-of-school programmes in population education.

4.1 The role of University Faculties/Colleges of Education in the inclusion of population education at the school level

In regard to programmes of population education at the school level, the Meeting felt that University Faculties/Colleges of Education are in a unique position. On account of its interdisciplinary content, population education is clearly an area of activity for the development of which the multi-disciplinary academic community of the university could make a useful contribution. And, within the university itself, Faculties/Colleges of Education are distinguished by the fact that they have an intimate connection with what goes on in the schools by virtue of the functions they discharge in relation to school education, and being an integral part of the

multi-disciplinary academic community that constituted the university they are able to draw on its pool of expertise.

In practice, however, the unique role of University Faculties/ Colleges of Education has to be interpreted within the context of the educational system of each country. It has to be recognised that in almost every Asian country, the Ministry of Education has the responsibility for the implementation of programmes of education at the school level. The role of a Faculty/College of Education has consequently to be defined in terms which are fully complementary to this location of responsibility. It may involve assuming leadership or assisting in certain activities on the initiative of the Ministry of Education or it may involve undertaking certain tasks, on the initiative of the Faculty/College of Education itself, supportive of the population education programmes of the Ministry and recognized as such by the Ministry. Activities may also be undertaken which do not require the initial approval or recognition of the Ministry but which are designed to be supportive of the promotion of population education.

Within this broad perspective of the role of a University Faculty/ College of Education in relation to programmes of population education at the school level, the Meeting went on to consider certain specific tasks to which a University Faculty/College of Education may address itself:

Clarification of conceptual issues

Population education is replete with conceptual issues requiring clarification within the educational and socio-cultural context of each country. There are problems of definition with which scholars have to grapple. An equally important problem is that of goals and objectives. Are they basically cognitive or do they have an affective component in them? Is it only the acquisition of knowledge that is envisaged as a goal or is a commitment to behaviour and action also expected? While the resolution of such issues is not the prerogative of a University Faculty/ College of Education, the Meeting felt that a University Faculty/College of Education is in a position to promote within itself and among others the dialogue necessary for the clarification of basic conceptual issues that were a prerequisite for sound programme development.

Leadership in an innovative activity

Curriculum innovation comes in the first instance from the perception by a small number of persons of the desirability of introducing a new field of study, a clarification of conceptual issues arising in connection with it, and a promotional campaign to encourage its wide diffusion. While no high pressure salesmanship is intended, the recognition that population education is a legitimate response of the educational system in the face of certain pervasive social problems carries with it the responsibility

to canvass for its wide acceptance. In many countries, population questions are a specially sensitive area on account of the multi-ethnic, multi-religious composition of the peoples of these countries, a situation which predisposes the constituent groups to think in terms of the strength lying in numbers. An academic community that cuts across ethnic and religious divisions and has intellectual rectitude behind it is in a position to work for the legitimisation of population education as a desirable educational activity. Genuine reservations which may be felt by decision makers, religious leaders and the community at large can be resolved only by bringing them to the surface at meetings, discussion groups, seminars, etc. and in this connection a broad base of intellectual support would carry with it much persuasive force.

Action research

Any University Faculty/College of Education which has access to one or more schools is in a position to undertake a pilot project for curriculum and instructional materials development. The use of alternative instructional strategies and other appropriate components of action research could be built into the project, supported by a programme of formative and summative evaluation. In spite of modest beginnings, such projects could well pave the way for wider diffusion even on a nation-wide scale as confidence is gained in the materials and strategies developed. In this connection, the Meeting made the important point that pilot projects carried out by University Faculties/Colleges of Education should be capable of replication, and should not involve unusually high financial and other inputs by national standards. Over and above pilot projects, action research relevant to the development of programmes of population education may also be initiated by University Faculties/Colleges of Education using such facilities of the school system as are made available to them.

Development of resource and training materials

The Meeting was of the view that Faculties/Colleges of Education have an important role to play in undertaking activities supportive of school programmes in population education, even though such programmes may not have been initiated by the Faculties/Colleges of Education themselves. They could develop ancillary materials which teachers could use in a variety of ways to enrich their presentation of curriculum content, whatever the instructional strategy employed. Another useful task for University Faculties/Colleges of Education is to develop training materials for teacher educators to be used in the teacher training colleges. Self-instructional materials for pupils, teachers and teacher educators were suggested in this connection.

Personnel training

The Meeting recognised the need for the training of personnel to organise and implement programmes of population education at the school level. University Faculties/Colleges of Education had a key role to play in this regard, and it was noted that there would be a full discussion of this issue as a separate agenda item (see pages 23-25).

Extension services

In regard to extension services, it was pointed out that the participation of universities in extension services would largely depend on the organisational arrangements that were already in operation for the purpose. Where extension services were feasible, University Faculties/Colleges of Education, serving as agents of change, should encourage the diffusion of population education by such means as making materials, especially those based on sound research, available to teachers and schools. Communication media such as the radio should also be put to maximum use. Movements such as "The Open University" and "The university goes to the people" were suggested as a departure from the concept of teaching and research within the confines of the university's own campus, and as a means for the rapid promotion of population education as a desirable educational innovation.

Advisory and consultant services

The Meeting recognised that personnel from University Faculties/ Colleges of Education are often called upon by Ministries of Education and other government agencies to serve in advisory and consultant capacities. Through this means, whatever expertise the staff members of University Faculties/Schools of Education have in population education would permeate national population education programmes. On their own initiative, too, University Faculties/Colleges of Education could undertake a critical but constructive study (or an evaluation) of what is taking place in programmes of population education, and the findings of such studies could be conveyed to Ministries of Education. Concomitant educational changes that are necessary for the promotion of population education in schools could also be suggested to Ministries of Education. A case in point discussed by the Meeting was the need to restructure the existing system of examinations if such studies as population education were to gain wide acceptance.

General

The Meeting emphasized the fact that limitations of time did not permit it to make a more exhaustive consideration of the role which University Faculties/Colleges of Education could play in the inclusion of population education at the school level. In any case, it was a task for each University Faculty/College of Education to work out its own role in the educational and socio-cultural context of each country, and it was hoped that every University Faculty/College of Education would address itself to this task.

4.2 The role of University Faculties/Colleges of Education in the inclusion of population education in university curricula, for non-professional courses as well as for professional courses other than teacher education

The Meeting considered three aspects relating to the inclusion of population education in university curricula: the place of population education in the university; the goals and objectives of population education at the university level; and strategies for the inclusion of population education at the university level.

A general question which came up at the outset was whether there is a need for population education at the university if students had already had such courses at the school level. It was felt that this was more an issue for the future than for the present, and that in any event a field of study at the university level would have a greater depth and width than when it is handled at the school level.

The place of population education in the university

It was recognized that even at present some college students take courses that have population content in them. Their focus, however, was somewhat different from what is intended in the current movement for the introduction of population education. The Meeting agreed that every college student should be exposed to a programme of study that would help him acquire an insight into the quality of life repercussions for the individual and the community of population phenomena, including family size, hopefully with a view to promoting responsible decision making and a commitment to behaviour. Such a programme of study would have as its knowledge base a synthesis of concepts drawn from several disciplines such as demography, sociology, anthropology, psychology, economics, medical science, physical and biological sciences, mathematics, etc. In so far as the school level is concerned, there is general agreement for the use of the term "population education" to indicate a formulation drawn from this knowledge base. Several participants were of opinion that there might be difficulties in the use of the term "population education" at the college level. The general body of students might not be interested in a course designated as such. Academic disciplines which have already included population elements in their courses may not take kindly to the idea of introducing such a course. For these reasons, the Meeting felt that the particular nomenclature used at the college level be left open to each college. It might be called population studies, population issues or population problems but its focus should essentially be on the promotion of an insight into the quality of life repercussions for the individual and the community. (The continued use of the term "population education" in what follows is for purposes of convenience). It was noted that the particular content of the population education programme in each university would in part reflect the national, educational and development goals of each country and in part be specific to each university by virtue of the problem-centred quality of the knowledge base.

The Meeting identified a few possible ways in which population education might be integrated at the college level. For example, population education could be:

a) a part of a general education course for all first or second year students;

b) incorporated into "foundation" courses being offered by some institutions;

c) included through specialized topics in certain relevant programmes such as psychology, sociology, economics, geography, etc.;

d) incorporated at appropriate points in professional courses in such fields as medicine, nursing, agriculture, social work and home economics.

The academic structures of institutions of higher education in Asia varied extensively. Although the consensus was that population issues should, for maximum effect, be integrated into general and specialized curricula, this structural variety meant that each institution should incorporate population education programmes at levels relevant to its own academic structure. This decision is also, in large part, dependent on the objectives of the population education programme.

The goals and objectives of population education at the university level

Several possible objectives for population education programmes at the university level were formulated: developing population awareness; strengthening the capacity of the students, within their area of professional expertise, to deal with population issues; creating positive, problem-solving attitudes concerning population issues among students; giving training in processes for bringing about attitude changes in others. It was noted that since university students are, in large part, future leaders, it is important that their experiences in population education help them to become more effective leaders.

The goals and objectives of population education programmes at this level seemed to lie in two overlapping groups: those related to developing a general population awareness and those related to developing specific professional expertise in dealing with population problems. Two issues appeared to be involved. The first deals with the question whether a common content should be introduced to all undergraduate university students in, for example, a general or foundation course or whether population education should be introduced largely through the specialised curricula of upper years. Related to this, the question was then raised as to whether the goal of a programme should be to develop a general sense of awareness or a sense of deeper commitment to action among students.

On the issue of instituting general population awareness programmes versus integrating population related topics within specialised curricula, it was noted that there are different levels of sophistication in population awareness. Presumably what is appropriate for the secondary school would not be so for the college or university. If university students are the future national leadership group then population awareness should have a more profound meaning relating population to economics, engineering, social welfare, employment, agriculture, etc. In this sense, it was pointed out that population awareness could be a useful area of study for all university students. In summary, the consensus of the Meeting was that a basic awareness of population issues should be a minimum goal for population education programmes while they ultimately aimed at generating a commitment to population problems at both the personal and professional level.

Strategies for the inclusion of population education at the university level

The Meeting recognised that population education constitutes an interdisciplinary field of study and that by interdisciplinary was meant a great deal more than the juxtaposition of courses from a number of disciplines. To be truly interdisciplinary, a study has to reflect the synthesizing of concepts in a manner that cut across the boundaries of individual disciplines. Ideally, the expertise of many areas within the university has to be brought together in a co-ordinated and integrated exercise. This naturally means collaborative effort on the part of faculty members from several disciplines. Possible processes by which such co-ordination can be stimulated include:

a) The meeting of faculty members from various disciplines to present concepts from each of their disciplines that relate to the causes and consequences of population change;

b) Joint research and joint papers dealing with issues bearing on population phenomena;

c) Sharing of the teaching of a course on population issues by members from different disciplines with inputs from their respective fields.

In this context, the Faculty or College of Education may be able to act as a catalyst to encourage such co-operation, taking a leading role in stimulating others. It was noted that in order to do this, it is naturally essential that the Faculties and Colleges of Education themselves must be committed and appropriately prepared for their tasks.

4.3 The role of University Faculties/Colleges of Education in undertaking researches and studies with reference to: (a) the knowledge base for population education; (b) the placement of concepts/topics at different grade levels; and (c) alternative strategies for introducing population education

Population education is a relatively new field of inquiry. The nature of this inquiry has to vary from country to country, and since the problems facing countries varied from one country to another, issues relating to research have also to vary accordingly.

Two assumptions about the nature of population education were made explicit as a basis for the examination of research issues: the process should be non-coercive in character, and modification of citizen behaviour concerning population related problems should be an expected outcome.

No country has ever reduced its birth rates until its people acquired education and a relatively high standard of living. Yet population education is expected to influence fertility behaviour in societies characterized by low levels of education and material well being for the masses. A further difficulty arises from the fact that population education is expected to influence attitudes and behaviour in a context where reinforcing structural changes have not yet occurred. Hence the task facing population educators who define their objective in terms of fertility reduction is a formidable one. It would involve working out a powerful strategy for educating youth and adults in such a way as to have an unprecedented impact on their future behaviour.

Research issues were discussed against this background and the Meeting identified five types of studies and research:

a) Conceptualization of social problems;

b) Behaviour modification;

c) Values and attitudes;

d) Processes of socialization;

e) Delivery systems.

The Meeting was interested in ascertaining whether any studies had been carried out to determine the attitudes of students and the population at large towards population education. Various countries presented statements of the kinds of researches that have been carried out or are being carried out. Thailand has carried out textbook and curriculum analysis, nationwide surveys of teachers' needs at the primary and secondary levels, and also studies of the awareness of students about population problems. In India, surveys have been carried out in rural schools to assess students' and parents' awareness of population issues, and textbooks have been analysed to find out the focal points at which population awareness can be developed. Studies have been conducted in the Philippines of the changing concept of family size and the attitudes of students towards population problems. Reference was also made

to an anthropology project which trains students in methods of observing the value systems of a given community in order to develop in them an awareness and sensitivity about the effectiveness of various approaches and curricula in population education.

From among the different types of studies identified above, the Meeting focussed particular attention on the bearing of population education on the process of socialization. It was recognized that more study is needed to identify the knowledge base for population education, if population education was indeed more than the provision of knowledge and understanding. The quantum of knowledge necessary to have an impact on behaviour is itself an unknown variable.

While it was noted that the traditional structure of the educational system in most countries of the Asian region might act as a constraint on the introduction of population education, the Meeting felt that the very process of introducing population education would compel the traditional system to accept change, provided that population education had the intellectual and operational support of the university, most specially of its psychologists, sociologists and educators.

In discussing research strategy and methodology, the Meeting considered that the first task is to bring about a feasible co-ordination between different departments within the university and Colleges of Education. As population education is interdisciplinary in content, it is imperative that all the problems involved in the methodology, research and execution should be identified jointly by different departments within the university. It was further recognized that a built-in approach to research activity is difficult because of lack of funds and because supporting structures are not very evident. Therefore, it is necessary for the Ministries of Education and University Faculties to assess the resources and costing involved in research programmes.

Against this background the Meeting set down certain guidelines for research strategy in the following terms:

a) A priority order of problems needs to be identified and analysed;

b) Experts representing different departments should be fully involved in the production of experimental designs and methodology for execution;

c) Research should basically be built around implementation; therefore it is imperative that teachers and administrators be involved from the initial stage of the project;

d) Projects should be comprehensive with an appropriate research team to carry out the study;

e) Areas of research should be identified in developmental phases;

f) The research strategy has to be in line with the government's overall developmental plan.

In summary, it may be stated that the following areas were identified by the Meeting as research areas:

a) Knowledge base and baseline data;

b) Concept and content analysis;

c) Problem analysis;

d) The extent of retention of students in the formal educational system;

e) Sequencing of content;

f) Services which can assess research that has already been conducted in certain areas which are applicable to population education;

g) Research and compilation of on-going research in different countries in the area of population education;

h) Study of the nature of resistance to population education in the context of a given social system;

i) Investigations as to how children develop their ideas and attitudes about family size and rural-urban migration; and how children's perceptions of their population situation change as they grow older;

j) Research related to restructuring an already crowded curriculum by differentiating core curricula from electives;

k) Research related to the general integration and internal coherence of population education at all levels;

l) Research relating to the acceptance of curriculum innovation and on the kinds of materials that can bring about innovative changes effectively and economically.

Finally, the Meeting expressed the view that the role of the university should be given adequate recognition in building up a national population education programme. Suitable outcomes both of behaviour and substantive knowledge should be identified in co-operation with universities which are in a position to assist by undertaking instructional analysis, curriculum studies and relevant empirical studies. The universities for their part should show their competence to undertake leadership roles by their readiness to make a high quality input into population education programmes.

4.4 The role of University Faculties/Colleges of Education in undertaking pre-service and in-service personnel training for population education

The Meeting was agreed at the outset that the role played by universities in training personnel is conditioned by the educational structure of the country as well as by the type of population education programmes in effect. Population programmes may vary in nature and magnitude yet, within each, training is an essential component. Several Member States currently have or are planning to have large-scale training programmes. The consensus was that the university can be involved or assist in this training at many different levels.

Concerning the nature of training, it was felt that training needs, just as the population programmes in toto, would vary. In some cases training might aim at improved or new teaching methodologies, or at the stimulation of awareness concerning population issues, or at performance training or at some combination of these. Given the large-scale nature of population education training in many Member States, the university could have a legitimate role to play in helping expand the scope of national programmes and in assuring their quality. The quality of the programme will be the measure of its efficacy; therefore, it was felt that the processes of training for population education as an educational innovation could be aided by university involvement in activities such as consultation, training materials production, in-service and pre-service instruction and community leadership orientation.

A typology of training

Training refers to more than pre-service or in-service courses for teachers. Those receiving training in population education may be differentiated in a number of different ways. One such categorization, for example, might distinguish those who will participate in more general population awareness training from those who receive quite specialized training. The Meeting selected the following typology to describe various groups within the educational system participating in training for national population education programmes:

Group I	:	Teaching Personnel: elementary, secondary, adult education teachers
Group II	:	Training Development Personnel: teacher trainers, college and university personnel, specialists in population education at the district level
Group III	:	Administrative Personnel: administrators, supervisors, principals, adult education supervisors
Group IV	:	Specialists and Leaders: materials production specialists, population education leaders at the national level

It should be noted that the training procedures appropriate for each of these categories of personnel may vary. For example, the training for administrative personnel might, under some circumstances, more aptly be termed orientation, while that for university staff might be more academic in orientation.

Within the context of these classifications, the Meeting discussed the role of University Faculties/Colleges of Education in undertaking personnel training for population education.

Group I : Teaching personnel

There were two views concerning the type of training appropriate for this group. One was that, considering the great number of teachers to be trained, workshops or courses based on a common content in population awareness was most feasible. The other view held that, in the light of the key position of classroom teachers in population education programmes, a common curriculum coupled with in-depth methodological studies specific to elementary teachers, secondary teachers or adult education teachers would be most effective. Decisions such as this, it was felt, are appropriate for the Ministry of Education or agency leading population education in each nation and state.

In this regard, the Meeting unanimously concurred that universities should co-operate closely with and follow those agencies, such as the Ministry of Education, in charge of the population education programme. It was noted, as one particular case, that responsibility for the pre-service education of elementary teachers does not usually rest with the university. In this instance it was felt that universities would most appropriately provide assistance by responding to the needs of that guiding agency.

The Meeting affirmed that where University Faculties/Colleges of Education have responsibility for teacher training at in-service or pre-service levels, then they could provide training programmes.

Group II : Training development personnel

It was agreed that at the invitation of the administering agency or Ministry the university can help train those who, in turn, train teachers. This training might emphasize four areas: the knowledge base in population education, methodologies of instruction, use of teaching materials and strategies for implementing population education at the local level. The University Faculty responsible for population specialization should co-ordinate closely with the leading agency or Ministry to assure that university students specializing in population will be able to fill the needs of that Ministry. With respect to college personnel and University Faculty, a number of training patterns were discussed including: general faculty seminars and courses in population education, the use of population source books in training at the tertiary level, group development of courses. It was emphasized that relevant University Faculties must first have developed their own expertise in population education before they could be helpful to other agencies.

Group III : Administrative personnel

In some cases, it has been noted, the training of administrative personnel might involve careful orientation to population education. The participants observed that providing orientation for supervisors and principals quite early in the development of population education built initial acceptance for the programme. University staff might, in co-ordination with the administering agency, help in this orientation. Universities should also, on their own initiative, work to stimulate interest in population education.

Group IV : Specialists and leaders

Training at the highest levels, it was agreed, is a Ministry function. However, in so far as universities may help in this specialized training and in so far as some of the leaders in population education may be university affiliated, the Faculties and Colleges of Education should be actively involved at this level.

In many nations, commercial publishing houses and media specialists are deeply involved in the preparation of textbooks and classroom materials. This group, often from the private sector, should not be overlooked and should not have to gain knowledge of population education in incidental ways. The formal incorporation of this group in population education programmes may facilitate the growth of the programmes. At this level, universities often in close contact with these specialists may have an important role to play.

4.5 The role of University Faculties/Colleges of Education in out-of-school programmes in population education

The objectives of an out-of-school programme is to reach that sector of the youth who are not in the formal system of education. There is a large number of out-of-school youth in varying numbers in the developing countries. As a group they are not homogeneous. One group may not have been to school at all, another may have completed some years in school, while still another may have completed a given level of education. Further, such groups may be divided in terms of urban and rural groups, by sexes, and by their educational level.

Several questions were placed before the Meeting dealing with the kind of service the universities can render: the extent, if any, to which an organizational structure is needed, the extent to which existing Departments of Adult and Continuing Education could be utilized, the other agencies with which the universities should co-operate, and the role of university students and teachers.

It was unanimously recognized by the Meeting that the university has a special role in a society, that its resources are limited, and that the university cannot in any case be a substitute for a school.

The participants enumerated various activities undertaken by their governments dealing with adult education and rural development programmes with a view to identifying a possible role for the university in the programme. In Indonesia, the Department of Education dealing with out-of-school education extends its activities to the field where other organizations both governmental and non-governmental already operate a programme. The Government of India through its programme of community development assists the rural farmers' clubs, youth clubs and women's organizations. In the Philippines, various government organizations and Departments are active in out-of-school programmes. One of the projects in the Philippines consisted of a population awareness and sex education programme under the Department of Health. It was directed to reach over 7,000 youth and adults, and was associated with the civic action programme in the universities, where the graduate students were actively involved in the planning and organization of the programme. In other words, the contribution of the university can be valuable in supporting the already existing governmental and non-governmental programmes.

The role of the university in out-of-school education

The role of the university can be classified into three broad categories, namely:

a) Direct action;

b) Indirect action;

c) Action through the students and teachers.

In the area of direct action, the universities can be involved through their Departments of Adult and Continuing Education in undertaking population education programmes on a small scale. For example, degrees in Education could have a built-in system of field work, involving work in the rural community in all aspects of health, education, economic and social development. The universities can make specific efforts to create a method of integrating formal and non-formal education for raising the quality of education and saving on resources. It was noted that there is a dearth of information on how to reach the out-of-school youth. The universities can make a valuable contribution in initiating internship programme through pilot projects to make experimental studies of the best method to reach adults and youth. The Meeting was of the opinion that it was not the university's role to carry out nationwide programmes, and that it should limit itself to conducting pilot and experimental studies.

The Meeting noted that in the event of there not being a Department of Adult Education in the university, it can support the population education programme indirectly by providing extension services by working with the community. The work carried out by a large number of voluntary organizations can be supplemented by the university. In Thailand, for example, the family planning programme is being assisted by the University Faculty, by serving as consultants, trainers and researchers.

The role of students

University students can be actively involved in organized community services with the help of the faculty members. For example, in Korea, the students are active in several vacation campaigns with the support of the government. However, the Meeting noted that such campaigns are not very successful due to lack of intensive training, training guides and prototype material, and a general lack of co-ordination with organizations already involved in the programme.

There was a general agreement among the participants on the role of research in out-of-school education. The universities can initiate researches that are pertinent, and undertake long range research creating a pattern in which both formal and non-formal education could be integrated. The universities can assist the government in formulating their policies and assume initiative in advising the government on the issues and problems involved.

There are a large number of voluntary agencies which are doing piecemeal work. The universities can make a valuable contribution in helping them to consolidate their work and evaluating their impact. Lastly, they can assist the governments in developing a methodology for reaching this group.

PART 5 : RECOMMENDATIONS AND SUGGESTIONS

The Meeting investigated in some depth the current and potential role of University Faculties/Colleges of Education in the development of population education in countries in which there exists significant concern in the population growth and trends in population distribution including rural-urban migration - a concern that is reflected in the national policies and programmes on population education. The Meeting noted first the vital role of University Faculties as sources of new knowledge, creators of innovation and agents of change; and, secondly, the special capacity of the universities for training, research and evaluation, extension services and collection, dissemination and assessment of information. The participants took into account, throughout the sessions, the need for University Faculties/Colleges of Education to define their role in society within the social and cultural context of their own country and locale.

The Meeting has, within this framework, presented certain suggestions for the consideration of appropriate authorities in the Member States, their University Faculties/Colleges of Education and the international organizations with a concern in population education. These recommendations and suggestions are however to be viewed in the particular context of the national policies and programmes that have been adopted by individual Member States and their university authorities. The recommendations are set out in five groups. The first summarizes the recommendations derived from all sessions of the Meeting; the second group relates to the inclusion of population education in university curricula; the third to University Faculties/Colleges of Education in undertaking basic research and studies in population education; the fourth to personnel training; and the last to involvement in out-of-school programmes of population education.

5.1 General recommendations

The Meeting on "The Role of University Faculties/Colleges of Education in Population Education" recommends that:

1. In relation to the implementation of the population education programme, where such programme has been adopted by a Ministry of Education, an important role for the University Faculties/Colleges of Education lies in undertaking activities supportive of school programmes in population education by:

   a) serving in advisory and consultant capacities upon request of the Ministries of Education;

   b) developing ancillary materials which could be used in a variety of ways to enrich the curriculum content whatever the instructional strategy employed;

c) collaborating with the Ministry of Education programmes on research and evaluation needed for population education in schools;

d) assisting the Ministry of Education in the training programme of its personnel;

e) undertaking pilot projects on population education at the school level, feasible of replication, not requiring a large budgetary outlay, taking into consideration use of alternative educational strategies;

f) developing training materials on population education to be used in different types of teacher education institutions in co-operation with related Ministries;

g) conducting research on educational strategies/innovations on population education for the schools;

h) developing programmes on population education for the general education and pre-service levels.

2. In the development of their own programme and activities in relation to the Ministry's programme in population education, University Faculties/Colleges of Education seek for effective ways to:

a) provide perspectives for programme development which will lead to a consideration of basic issues and strategies, e.g., as to whether it will be advisable to have a population education programme in elementary school;

b) make a critical, objective but constructive evaluation study of on-going programmes in population education;

c) serve as agents of change in programmes and organizational arrangements as, for example, the use of community-based instruction to increase the impact of the university on the lives of the people;

d) establish and maintain effective communication with professional colleagues involved in population education in their own and other countries;

e) help in promoting, in the university community, co-ordination within the disciplines in order to evolve a co-ordinated programme for population education in higher education;

f) develop a setting within each country for advanced studies in population education as a special resource for the long range development of the field.

3. In the planning by government bodies for the development of population education programmes as a phase of an overall population policy, the governments seek to:

   a) explicitly recognize the role of University Faculties/ Colleges of Education in the structure and programmatic elements of such programmes;

   b) allocate adequate financial and other resources to such institutions to ensure that their potential role may be fully realized.

4. Further, the Meeting invites the co-operation of Unesco and other international organizations concerned by:

   a) providing substantial support to University Faculties/ Colleges of Education which would enable them to play their roles effectively in the task of developing and supporting the programme of population education;

   b) taking steps for the training of national leaders in population from amongst the staff of University Faculties/ Colleges of Education on priority basis.

5.2 Recommendations relating to the inclusion of population education in university curricula (other than curricula pertaining to personnel training)

The Meeting noted that population education is a new, interdisciplinary field drawing on resources from many fields of study and that academic structures vary from university to university. At the same time the curriculum context of the population education programme should reflect the national education and development goals of each country and, in addition, the experiences of students which may bear on population issues. For these reasons University Faculties/Colleges of Education are seen as catalysts to encourage co-operation between institutions as well as taking a leadership role in stimulating other institutions.

Therefore, the Meeting, considering the possibility of including population education as a field of study in an appropriate form in university curricula as part of the general education curriculum for all college students, and as an element in specialized fields of study, for example, economics, engineering, history, political science as well as medicine, social work, etc.

Recommends that University Faculties/Colleges of Education:

1. Design, develop, try out and evaluate various curricular approaches to population education at the university level;

2. Utilize team approaches as much as possible involving the services of specialists in various fields such as curriculum development, media, mathematics, education, etc.;

3. Initiate training programmes for university lecturers in population education;

4. Encourage inter-university and interdisciplinary co-operation.

Invites the co-operation of Unesco and other international organizations by:

1. Making available detailed information on university-based population education programmes in the region;

2. Sponsoring regional training programmes and regional projects in population education at university level;

3. Promoting communication network among University Faculties/ Colleges of Education involved in population education programmes.

5.3 Recommendations applicable to the role of University Faculties/ Colleges of Education in undertaking research and studies

The Meeting stressed the need to develop a multidisciplinary knowledge base for population education. It was also emphasized that educational processes are needed that involve significantly different methods and materials than those presently available. Further, in order to conserve financial resources and recognize the scarcity of personnel resources in the area of population education, priorities need be assigned to various research problems.

The Meeting recommends that University Faculties/Colleges of Education should respond to the following needs in relation to research:

1. There is a need for research in the field of population education:

   a) where possible, people from many sectors of society, including students, teachers and administrators should be involved in the formulation of population education research programmes;

   b) research topics and strategies should be in line with the government's overall development plan.

2. There is a need to give recognition to the value of population education research so that University Faculties are encouraged and financially supported to conduct such research.

3. There is a need for basic research on school and non-school population learning dealing with topics such as:

   a) the process by which concepts and attitudes related to population are formed e.g., family size disposition, urban-rural living preferences, male-female role perceptions;

   b) social and cultural factors in society that produce changes and resistance to changes affecting population related behaviour;

   c) a description of the population attitudes and beliefs held by different segments of the population.

4. There is a need for applied research and evaluation relating to population education programmes. Suggested topics for study include:

   a) determination of relative effectiveness of alternative population education strategies and teaching methodologies;

   b) determination of alternative means available for the implementation of successful strategies;

   c) determination of administrative structures necessary for supporting widescale implementation of successful strategies for population education;

   d) comparisons of the relative efficacy of different strategies for spreading population education programmes in a country.

5. There exists a need for a clearing house or an inventory at the national level compiling basic and applied research on population studies in association with a regional population education unit such as that at Unesco.

Further, the Meeting invites the co-operation of Unesco and other international organizations in:

1. Helping in planning and structuring basic research that will be useful for the development of population education;

2. Promoting the exchange of information about relevant research in Asia and around the world;

3. Fostering the growth of new libraries and population education information centres in Asia.

5.4 Recommendations applicable to the role of University Faculties/ Colleges of Education in pre-service and in-service personnel training

The Meeting recognized the interdisciplinary content of programmes for training educational personnel and the consequent need for a team approach in such programmes. The Meeting also underlined a variety of training activities that need to be developed for the proper implementation of population education programmes.

The Meeting recommends that the University Faculties/Colleges of Education:

1. Recognize population education as an interdisciplinary subject and to undertake inquiries and research in this field in general and particularly with regard to the development of training activities;

2. Prepare curricula and teaching-training materials, to undertake orientation and training courses in the University Faculties/ Colleges of Education as well as outside as part of the extension services programme;

3. Establish and/or assist in the development of appropriate programmes at different levels for teachers, teacher educators, administrators, specialists and other personnel for population education, which may include short in-service orientation as well as training courses and longer courses for general and specific purposes or needs, leading to the award of certificates, diplomas or degrees;

4. Extend its professional services, where needed, in the establishment and development of orientation and training courses, as individual staff members or institutionally as part of an extension services programme.

Further, the Meeting invites the co-operation of Unesco and other international agencies by:

1. Supporting, on request, the organization of a series of workshops for University Faculties/Colleges of Education personnel to develop leadership in population education at the national and regional level;

2. Providing, on request, advisory services in the development of various aspects of training programmes for population educators.

5.5 Recommendations applicable to the role of University Faculties/ Colleges of Education in out-of-school programmes

In addition to the needs of adults, the large number of children and youth outside educational institutions in many Asian countries is a measure of the necessity to develop out-of-school population awareness programmes. The Meeting recognized the urgent need to develop appropriate plans and programmes for both youth and adults. The Meeting also took account of the fact that out-of-school educational activities are carried out in many different Government Ministries and agencies and, at the same time, noted the role that the universities can play in providing a common purpose to these activities.

Regarding out-of-school activities, the Meeting recommends to Member States to encourage University Faculties/Colleges of Education to:

1. Explore, within the context of their organizational setting, all possible roles that they may play, appropriate to the competence of its personnel, in supporting other agencies engaged in out-of-school population education programmes;

2. Encourage and support the participation of their student bodies in various government and non-government development projects involving population education;

3. Initiate pilot schemes to develop and try out strategies and models based on empirical research that may be useful to the government and other agencies in carrying out nationwide programmes in population education;

4. Conduct training programmes for community leaders and other key persons involved in population education programmes;

5. Contribute their advisory services on population education through the use of the mass media to reach the out-of-school youth and adult population;

6. Assist the government and agencies in planning suitable policies and programmes of non-formal education in population issues;

7. Collect relevant data about out-of-school population for the purposes of planning and formulating realistic programmes and approaches to population education.

Further, the Meeting invites the co-operation of Unesco and other international organizations concerned by:

1. Sponsoring national and regional conferences and workshops on non-formal education with emphasis on population education;

2. Supporting, on request, researches concerning population education for the out-of-school children and youth as well as adults in the Member States.

ANNEXES

ANNEX I

Opening Address by Mr. J.E. Jayasuriya
Regional Adviser on Population Education
Unesco Regional Office for Education in Asia

Ladies and Gentlemen,

In the absence of the Director, it is my privilege to extend to you a very cordial welcome, on behalf of Unesco and its Regional Office. We are greatly heartened by the encouraging response from Member States to our invitation to this Meeting. They have unhesitatingly nominated highly distinguished educators to be here this week, and to share with one another and with us their wisdom and experience. We also extended an invitation to four distinguished educators from outside the Asian region to attend this Meeting at their own expense, and we are glad to have two of them here today, with an assurance from a third that he would join us in a couple of days.

The introduction of population education into the curricula of educational institutions and into programmes of education for out-of-school youth and adults is gaining increasing attention as one of the possible responses of the educational system to the widely recognised need to promote among children, youth and adults an understanding of the impact of fertility behaviour and other population factors upon personal and national development. The Regional Office has been able to assist several Member States to embark on programmes of population education, with funds provided by the United Nations Fund for Population Activities (UNFPA). Apart from UNFPA funded projects, there are other projects going on in Member States with their own funds or with funds obtained from external sources.

As the concept of population education is new, recourse cannot be had to a clearly defined body of knowledge on which curriculum content may be based. The content has to be drawn selectively from a number of fields such as demography, sociology, anthropology, psychology, physical and biological science, medical science and economics, and hence the approach to curriculum design and instructional materials preparation has essentially to be of an interdisciplinary nature. Universities, by virtue of the resources at their command, appear to be particularly suited to assist in the development of an interdisciplinary field of study. Within universities, too, taking into account the nature and needs of population education, Faculties or Colleges of Education appear to be in the most advantageous position to play a co-ordinating role in the promotion of population education.

There are, first of all, essential research needs, if population education is to develop on a scientific basis. While the inter-relationships between fertility behaviour and population factors on the one hand and facets of personal and national development (such as health and nutritional status, quantity and quality of education, employment and economic well-being) on the other hand can be discussed in theoretical terms, it is only through survey and research studies that the nature of these relationships can be concretely

perceived in the context of each country. There are no doubt some macro-level studies and a handful of micro-level studies, but they are limited in coverage. Important lacunae exist which need to be filled, and universities are in an advantageous position to undertake such studies. A significant area of research that has been barely touched is that of attitude and value formation, and of decision making in regard to family size and related behaviour.

While the knowledge base for population education is being systematically built up, it is necessary to go on at the same time with the design and development of curriculum and instructional materials. In this connection, the ascertainment of the knowledge and understanding prospective learners already have of population related matters is an essential undertaking. The grade placement of population concepts and topics also becomes important, and research is needed for this purpose. Whether population education is most effectively introduced through a special subject or course designated as such, or through specially designed units in the usual subject areas, or through an integration of new material with the content of the usual subject areas is another issue for research. Whether a straightforward presentation by the teacher or an inquiry approach on the part of the learner or any other teaching strategy is the most effective is also a matter for investigation.

From the point of view of an immediate influence on reproductive behaviour, the target group that is most crucial for a programme of population education consists of out-of-school youth and adults, who are on the threshold, or in the midst, of their reproductive behaviour. They are a most elusive group to reach, especially through the formal educational system, and because of this difficulty there is a tendency to ignore them in drawing up population education programmes. It would be a challenging task for universities to pay attention to this important but neglected target group and work out mechanisms for reaching them.

The inclusion of population education in the curriculum of non-professional courses in institutions at the tertiary level has its justification firstly in the importance of making such curricula relevant to contemporary social needs, and secondly in the possible role that the graduates of the institutions could play in the national life of each country. As far as professional courses are concerned, the quantum of the population content that should enter into them would depend on the extent to which such content would be useful in discharging with adequate insight the professional roles for which the students are being prepared. In this context, it is clear that University Faculties/Colleges of Education have to play a key role in providing pre-service and in-service training for those who are to take leadership in population education programmes as curriculum and instructional materials writers, teacher educators, teachers, and researchers.

Finally, it has to be recognised that, even in countries in which population education programmes are in operation, no systematic attempt has been made as yet to work out appropriate techniques for evaluating the programmes. This is an activity well within the special competence of University Faculties/Colleges of Education, and it is hoped that they would pay serious attention to the needs in this field.

You will no doubt give thought to these and other relevant issues in your deliberations this week. Both Unesco and the Member States have high expectations regarding the outcomes of this Meeting, and I hope that the recommendations which come out will contribute to strengthening population education activities on a firm basis, characterised by scholarship and operational efficiency.

ANNEX II

LIST OF PARTICIPANTS

Countries	Participants
Bangladesh	Dr. M. Selim Director, Institute of Education and Research Dacca University, Dacca 2
India	Dr. M.B. Buch Head, Centre of Advanced Study in Education Faculty of Education and Psychology Baroda 2, Gujarat
Indonesia	Dr. John W. Kandou Director, National Population Education Project Directorate Jendral Pendidikan Jalan R.S. Fatmawati Kebayoran Baru, Kotak Pos. 3083 Jakarta
Japan	Prof. Ryutaro Asakura Professor, Faculty of Education Utsunomiya University 350 Mine-machi, Utsonomiya Tochigi Prefecture
Korea, Republic of	Prof. Ki Hyoung Oh Professor, Department of Education College of Liberal Arts Director, Institute of Education and Research Yonsei University Seoul
Malaysia	Dr. Fatimah Hamid-Don Faculty of Education University of Malaya Kuala Lumpur
Philippines	Dr. Paz G. Ramos Dean, College of Education University of the Philippines Quezon City
Sri Lanka	Dr. Ranjit Ruberu Dean, Faculty of Education University of Sri Lanka Thurstan Road, Colombo 3

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Miss Kathleen Shordt
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ANNEX III

WORK SCHEDULE

Monday, 7 January 1974

0900 - 0915 hours	:	Inaugural
0915 - 0930 hours	:	Election of Officers of the Meeting
0930 - 1000 hours	:	Adoption of Agenda and Work Schedule
1100 - 1200 hours	:	Topic 1: Nature and status of population education programmes. Presentation of country statements based on Working Papers coded UNESCO/POP.ED./2
1330 - 1400 hours	:	Meeting of the Steering Committee
1400 - 1630 hours	:	Topic 1 (continued)

Tuesday, 8 January 1974

0830 - 1200 hours	:	Topic 2: The role of University Faculties/ Colleges of Education in the inclusion of population education at the school level Discussion leader : Dr. Paz G. Ramos
1330 - 1400 hours	:	Meeting of the Steering Committee
1400 - 1500 hours	:	Topic 2 (continued)
1515 - 1630 hours	:	Topic 3: The role of University Faculties/ Colleges of Education in the inclusion of population education in university curricula, for non-professional courses as well as for professional courses other than teacher education Discussion leader : Dr. Yupha Udomsakdi

Wednesday, 9 January 1974

0830 - 1015 hours	:	Topic 3 (continued)
1030 - 1200 hours	:	Topic 4: The role of University Faculties/ Colleges of Education in undertaking basic researches and studies with references to: (a) the knowledge base for population education; (b) the placement of concepts/ topics at different grade levels; and (c) alternative strategies for introducing population education Discussion leader : Dr. Jerry Brown

1330 - 1400 hours	:	Meeting of the Steering Committee
1400 - 1630 hours	:	Topic 4 (continued)

Thursday, 10 January 1974

0830 - 1200 hours	:	Topic 5: The role of University Faculties/ Colleges of Education in undertaking pre-service and in-service courses for the preparation of teachers for population education Discussion leader : Dr. John W. Kandou
1330 - 1400 hours	:	Meeting of the Steering Committee
1400 - 1630 hours	:	Topic 6: The role of University Faculties/ Colleges of Education in out-of-school programmes in population education Discussion leader : Dr. M. Selim

Friday, 11 January 1974

0830 - 1015 hours	:	Topic 7: (a) The formulation of guidelines for strengthening and promoting the above activities
1030 - 1200 hours	:	Topic 7: (b) Recommendations for suggested follow-up to the Meeting

Saturday, 12 January 1974

0830 - 0900 hours	:	Meeting of the Steering Committee
0900 - 1200 hours	:	Topic 8: Discussion and adoption of the Final Report of the Meeting

ANNEX IV

LIST OF DOCUMENTS

Working Papers

UNESCO/POP.ED./2	-	"Preparing Teachers for Population Education" by M.B. Buch (India)
UNESCO/POP.ED./2	-	"Population Education Programme at the Elementary and Lower Secondary School Level in Japan" by R. Asakura (Japan)
UNESCO/POP.ED./2	-	"Population Education in Korea" by Ki Hyoung Oh (Korea)
UNESCO/POP.ED./2	-	"Population Education - A Malaysian Report" by Fatimah Hamid-Don (Malaysia)
UNESCO/POP.ED./2	-	"Population Education in the Philippines" by Paz G. Ramos (Philippines)
UNESCO/POP.ED./2	-	"Population Education in Sri Lanka" by R. Ruberu (Sri Lanka)
UNESCO/POP.ED./2	-	"Population Education in Thailand" by Yupha Udomsakdi (Thailand)
UNESCO/POP.ED./3	-	"Suggestions on Points for Discussion and a Paper Entitled: Population Planning and Teacher Education" by N.A. Baloch
UNESCO/POP.ED./4	-	"Role of University Faculties/Colleges of Education in Undertaking Researches and Studies with Reference to Population Education" by Jerry Brown

GROWTH OF POPULATION IN THE ASIAN REGION (IN MILLIONS), 1650 - 2000